



FACULTY NEWSLETTER



From the
Dean of Academic Services
and the

Dean of Technical/Occupational Services

June 22, 1992

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RECOMMENDATIONS
FROM ALLIED HEALTH STUDY

Recently, you received a special edition of the Faculty Newsletter containing a preliminary report on the effectiveness of Shelton State's participation in the allied health linkage program School of Health Related Professions at UAB. The report produced four recommendations for action. Those recommendations have been considered by the president and the Administrative Staff and have been adopted. Dean Howington and Dean Lee will cooperate in developing and implementing a plan to accomplish the goals of those recommendations.

The four recommendations are as follows:

1. Since the bulk of SSCC students attend only five of the SHRP allied health linkage programs, SSCC should assess its recruitment of students into allied health linkage programs with a view toward determining whether students have an awareness of the full range of allied health career opportunities open to them and with a view toward broadening the participation of SSCC students in the full range of allied health careers offered through SHRP.
2. SSCC should investigate the low rate of acceptance for its applicants to SHRP allied health/linkage programs in two of the last three years and, if appropriate, take steps to increase both the number and percentage of its applicants being accepted into SHRP allied health/linkage programs.

3. SSCC should attempt to recruit greater numbers and a higher percentage of African-Americans, especially African-American males into SHRP allied health/linkage programs.
4. SSCC should attempt to recruit greater numbers and a higher percentage of males into SHRP allied health/linkage programs.

SACS NOTES

In the May edition of its newsletter, the National Center for Higher Education Management Systems (NCHEMS) reported that accrediting agencies such as SACS were now "essentially asking institutions to do three things." A college which wish to maintain its accreditation must have a systematic process in which it does the following:

1. states its intended educational goals in clear and assessable terms, emphasizing the actual results to be achieved;
2. gathers and analyzes a comprehensive body of evidence about the degree to which intended results are in fact being achieved, and
3. demonstrates that it regularly uses the resulting evidence to make changes or improvements in what it does.

WINTER QUARTER ENROLLMENT

The Chancellor has released the official enrollment report for the Alabama College System for the 1991-1992 Winter Quarter.



Winter Enrollment (continued):

By headcount, Shelton State enrolled 4,685 students--3,297 FTE. These students generated 49,460 credit hours. By credit hour production, Shelton ranked fifth (5th) behind Calhoun, Jeff State, Gadsden, and Wallace Hanceville.

The Academic Services division generated 37,411 (75.6%) of Shelton's credit hours; 12,049 (24.4%) of the school's credit hours were generated by the Occupational/Technical Services division.

Full-time students produced sixty-nine per cent (69%) of Shelton State's Winter Quarter credit hours, with the remaining thirty-one per cent (31%), of course, being produced by part-time students.

During the Winter quarter, Shelton State offered 762 class sections. Twelve per cent (12%) of the credit hours were generated in courses numbered below 100; sixty-one per cent (61%) in courses number between 100 and 199; and twenty-seven per cent (27%) in courses numbered 200 or above.

Fifty-one per cent (51%) of the students enrolled during the Winter quarter were female; forty-nine per cent (49%) were male.

Seventy-eight per cent (78%) of the students enrolled during the Winter quarter were white; twenty-one per cent (22%) were African-Americans. In addition, the Winter quarter student body included five (5) native Americans, nine (9) Hispanics; and twenty-four (24) Asians.

In its Training for Business and Industry (TBI) Division, Shelton State enrolled 836 students for a total of 12,639 contact (not credit)

hours. Only one other institution, Wallace State at Selma, had a larger headcount in this category. Only three other institutions, Alabama Southern, Wallace Hanceville, and Southwest, generated a greater number of TBI contact hours.

FACULTY VACANCIES

AT

CENTRAL ALABAMA COMMUNITY COLLEGE

Central Alabama Community College has announced vacancies for full-time faculty in English and mathematics at its Millbrook-Prattville Center. Central Alabama also has a vacancy in history and political science at its Childersburg Campus.

Application files for these positions must be completed and received prior to July 3, 1992. A completed application consists of a Central Alabama Community College application form and official transcript(s).

Applications for the Millbrook-Prattville Center positions may be secured from and mailed to either of the following:

Dr. Martha Allen, Provost
Alexander City Campus
Central Alabama Community College
Post Office Box 699
Alexander City, AL 35010
Phone: (205) 234-6346

Dr. Jim Thompson, Director
Millbrook-Prattville Center
Central Alabama Community College
Post Office Box 31
Coosada, AL 36020
Phone: (205) 567-4278

Applications for the Childersburg position may be secured from and mailed to either of the the following:



Central Ala. Openings (cont.)

Dr. Charles Farrow
VP for Academic Affairs
Central Alabama Community College
Post Office Box 699
Alexander City, AL 35010

Mr. Thomas Morris
Provost/Dean of Instruction
Childersburg Campus
Central Alabama Community College
Post Office Box 389
Childersburg, AL 35044

NEW DEAN AT SHRP

Charles L. Joiner has been named Dean of the School of Health Related Professions (SHRP), University of Alabama at Birmingham. Joiner has been associated with UAB and SHRP since 1968, most recently serving as Senior Associate Dean.

Our own Evelyn Mettee served on the search committee which recommended Joiner for the the SHRP deanship.

SHELTON STATE STUDENTS
WIN SHRP SCHOLARSHIPS

Each year, each of the ten allied health linkage programs in the School of Health Related Professions, University of Alabama at Birmingham, gives one scholarship to a student in the Alabama Junior College System. This year, three of those scholarships were won by students from Shelton State.

Ms. Linda Englebert won the scholarship in the Medical Record Technician Program; Ms. Tammy Jones in the Physical Therapist Assistant Program; and Ms. Terri Pritchett in the Respiratory Therapist Program.

As Dean Charles Joiner said in his letter to President Umphrey announcing these scholarships, "this represents a significant achievement

on the part of each of these students and is also a fine tribute to [the] faculty and [to our] institution."

Each scholarship provides \$430.00 per term toward tuition and required fees.

SELECTION COMMITTEES FORMED

This summer, Shelton State has announced vacancies on its staff for a Vice President, an Assessment Specialist, a Women's Softball Coach, and a Director of Distance Learning. For each of these positions a search committee has been named. The membership of these various search committees is as follows:

Vice President Search Committee:

Lynn Cundiff, Ruby Miller, Billy Hogue, Tommy Taylor, Mary Francis Pate, Robert Nix, and Howard Neiswender (Shelton State Foundation).

Assessment Specialist Search Committee: Jim Purcell, Roy Howell, Fran Turner, Wynora Freeman, and Steve Wilson (Greene County Housing Authority)

Women's Softball Coach Search Committee: Humphrey Lee, Mark Cornelius, Jones Tubb, Jeanetta Hargrow, and Judy Materson.

Director of Distance Learning Search Committee: Arthur Howington, David Freeman, Don Seales, Evelyn Mettee, Carole Johnson, Ronnie Rose (Fredd State Technical College)

The College also is searching for someone to replace Mary Evelyn Buchmann as Director of the Success Center. A committee has been named to conduct that search, but the names of that committee were not available at "press time."



ALABAMA COLLEGE SYSTEM REPORTS
ON DEVELOPMENTAL COURSES

Recently, the Alabama College System (ACS) conducted a study of developmental courses offered by Alabama's public two-year colleges. The study used 5,529 students enrolled in developmental English in the 1991 Fall Quarter to develop a profile of the developmental population of the Alabama College System. The study compared the students in developmental English with those enrolled (N=9,625) in regular English classes. Some of the results of the study are as follows:

Gender: Significantly more males than females were in developmental courses than would be expected from the gender distribution of the total population of English students.

Ethnicity: Enrollment in developmental English was related to ethnic background. Significantly more of all minority groups (except native Americans) were enrolled in developmental classes than would be expected from the distribution of the population. While minorities made up 26.6% of the total population of English students, they constituted 41.2% of enrollment in English developmental courses.

Student Age: The developmental group was significantly older than the comparison group.

Admission Route: Enrollment in developmental classes was related to type of admission. Any form of admission other than by a high school diploma (e.g. GED) resulted in greater representation in developmental English classes.

Student Load: The credit hour load among developmental students was not significantly different from the

credit hour load carried by regular English students.

ASSET Scores: ASSET language scores for the developmental group were significantly lower than the regular English group.

Success in Developmental Courses: Of those students attempting developmental courses in Fall 1991, 64.7% were successful.

Success was related to ethnicity. More white students were represented in the successful group than would be expected by the ethnic distribution of the population of English students. Only 58% of minority students were successful in developmental courses, while 69% of white students were successful.

Women were more successful in developmental English than were men. Success was achieved by 69.6% of women while 59.8% of the men in developmental English completed the course successfully.

Success in developmental courses was related to ASSET language score. The successful group scored significantly higher on ASSET than did the non-successful group.

Success in developmental courses appeared to be independent of credit hour load and age.

Retention: 74% of the developmental students from the Fall Quarter remained enrolled in the subsequent Winter Quarter. This compares to a 79% retention rate for those students who were enrolled in regular English classes in the Fall Quarter. Retention in the developmental group was related to success in the course. Of those who did not return Winter Quarter, 65.5% were not successful in developmental English. The majority (86%) of those who were successful in developmental English during the Fall returned Winter Quarter.